**Note:** **Reflection at a critical level means** writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/  
assignment/  
reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.

**Self –Assessment**1. **Critically reflect** (see note above; not just recitation of facts) upon the knowledge you gained from the assignment.

**(3 Points)**

2. **Critically reflect** upon the relationship between any new information you gained from the assignment with old information you previously held to be true.

**(2 Points)**

3. How did the relationship between the old and new information you learned affect your personal experience with the assignment?

**(2 Points)  
  
Learn as a Learner**

1. **Critically reflect** (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment.  
**(3 Points)**

2. **Critically reflect** upon how you learn as a learner and how you assess your own performance in completing the assignment(s). **(2 Points)**

3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance?  
**(2 Points)**

**Lifelong Learning Skills**1. **Critically reflect** (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning.  
**(3 Points)**

2. How will your past interactions and collaborations with colleagues impact your future learning experiences?  
**(2 Points)**

3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation?  
**(2 Points)  
  
Additional Criteria**1. Content posted to e-Portfolio wiki/blog/Google site  
**(1 Point)**

I was not too sure, what to expect with this class coming in just off the research class. I was excited to get out of the boring principal stuff and get back into technology. At first to be put into our first group project with a tricky topic was difficult at first. It was up to us to try to get a well-rounded group together and for us to decide when to meet. Once our group was formed, we decided the best way for us to communicate was through the chat feature in Google Docs. We set meeting times up at 8pm on nights so we could get our project finished. The first chat session was tricky since we were trying to feel out what everyone was capable of doing and to find the best way for the group to function. I do not think we got a lot accomplished in our first meeting. Afterwards, we had a better idea of the group and I think we were more efficient in what we were doing.

As far as items that I learned, I was very inspired by Pitler’s book, *Using Technology with Classroom Instruction that Works*. In our Week 2 readings, several websites were presented and as a high school math teacher, I saw a site that I was interested in using, [www.explorelearning.com](http://www.explorelearning.com), as I have already been having my students use this going on our second week and I feel that they are making great progress. I have even convinced a few other teachers on campus to try it out. This is a great site to use as kids can discover why the math works instead of reciting facts. In the same book, it was also suggested to use survey sites, such as [www.surveymonkey.com](http://www.surveymonkey.com) to have students evaluate their understanding of a topic and for the teacher to gain instant feedback on the topic. I have never thought about using the survey in this manner but it seems so obvious now. The knowledge that I have gained has had my head stirring with ideas for a long time, I just need to find the right time to implement them.

While we were working in our group, we had five members and each brought a different contribution to the group. As the team leader and this being our first group project, I wanted to make sure that our group was moving in the right direction. I have the personal philosophy that one should not ask someone to do something if they are not willing to do it first. We had two members, including myself, that were very take charge go get them but also not afraid to go with another opinion in what would be the best interest for the group and the project. We both approached the project as starting it and letting others interject and edit things they felt needed to be changed. I was constantly pushing for the best of what our project could do and I was taking feedback from group members and from teachers in my school who taught the subject we were using in our project. Our other members were passive contributors, one was behind the scenes a lot and the other was willing to contribute as needed, anything you needed he would do. Our last member was facing many issues and I hope all works out for him and he is able to jump back in. Once we figured out who was bringing what to the table our meeting times were cut short but more progress was made, as we were able to work efficiently. The only thing that I would change over again now is to have more documents for our group in the planning stage of it. We kept the same document all five weeks so it was difficult to see what adjustments were made during the week and by who.

I feel that I have learned a lot in this course. I am implementing the Explore Learning site with my low-level math students and I think they are making great progress. After creating our E-Book, I have tried to have my Pre AP students create E-Books on TAKS objectives geared towards those who struggle with the test. After the students were to create their E-Book they were to post on our created class Google site and comment on a minimum of two other students’ posts. This was a joint project with another teacher with a combined five total classes and over 120 students. On a side note, the project was modified to create a Power Point instead and post to my teacher website, [www.epsilen.com/casmith5](http://www.epsilen.com/casmith5). Issues of not having a Google account caused problems so we will have to fine tune this next time. I may not have been prepared to fully integrate this project but the more I try the more I learn and can fix.

I have enjoyed my time working with my group members as I feel that I have learned a lot from most of them. I have developed skills to improve my leadership ability but also to work and use other people’s suggestions. In my future career, I will be asked to work with a wide variety of people and I may not be able to meet with them face-to-face. I know have experience in working in a situation like this and not feel uncomfortable in that situation.

In the future, I feel that the greatest challenge to keep experiencing is trying to improve on our everyday activities. I feel that reflection on our daily activities and trying to make proper adjustments is very important. I would also like to learn as much as I can from others. I also think that when a person believes that they know everything then they have lost the chance to improve. This will be another challenge that I will face as time goes on.

# Citations

CAST. (2009). *Center for Applied Special Technology: UDL Book Builder*. Retrieved March 10, 2011, from Cast.org: http://bookbuilder.cast.org

Pitler, H., Hubbell, E. R., Kuhn, M., & Malenoski, K. (2007). *Using Technology with Classroom Instruction that Works.* Alexandria: Association for Supervision and Curriculum Development.

(2007). In G. Solomon, & L. Schrum, *web 2.0 new tools, new schools.* Eugene: International Society for Technology in Education.